



## **S.E.M.H (social, emotional and mental health) and Wellbeing Newsletter - Autumn Term 2025**

We continue to be committed to supporting our children's social, emotional and mental health . We see this as the cornerstone for everything we do in school to support children to *'be the best they can be'*

A big welcome to all of our new children and families. It has been a great start to the year with children demonstrating lots of our Christian Values to support their own and each other's wellbeing in school.

We are excited to continue to develop our website areas 'Mental Health and Wellbeing' and we will continue to develop these to include information about our provision in school and also provide useful resources and information for parents and carers.

### **Zones of Regulation**

You may have heard your child talking about the ***Zones of Regulation***...these Zones help children identify their emotional state and they learn ways to get back to the optimum zone, the Green Zone. As humans our mood and internal world can change multiple times a day, this can impact all aspects of our lives.

Using the zones is a chance for individuals to be seen, understood and acknowledged and helps us teach the children to be more able to regulate their own emotions as they grow. We understand that the world is busier than ever so this can be a challenge!

| Moving slow                                                                       | Ready to learn                                                                    | On high alert                                                                      | I need space                                                                        |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Blue                                                                              | Green                                                                             | Yellow                                                                             | Red                                                                                 |
|  |  |  |  |
| Sick<br>Sad<br>Tired<br>Bored<br>Moving Slowly                                    | Happy<br>Calm<br>Good to Go<br>Focused<br>Ready to Learn                          | Frustrated<br>Worried<br>Silly/Wiggly<br>Anxious<br>Excited                        | Mad/Angry<br>Mean<br>Yelling/Hitting<br>Out of Control<br>I Need Time and Space     |

Understanding your child's triggers, bodily sensations and preparing a helpful toolkit can help you to notice patterns, understand their process and further assist them in the moment when heightened. Also modelling the use of strategies, yourself, will help your child to learn directly from you.

A few helpful tips:

- Attach the Zones to your fridge/ a visible place in the house to refer back to
- Explore where your child feels each emotion in their body and how it feels to them
- Explore your child's triggers for each zone



Draw a gingerbread man and explore bodily sensations in each zone.

Draw a toolkit for each zone and list strategies that help...



For a few examples;

**Yellow Zone:** (when worrying) worries can become bigger and bigger the more attention we give them. Finding a distraction can help – what distractions could they use? Finding answers to worries can help calm down a worry. Drawing, writing or expressing your worries can help. Having a cuddle, doing some exercises, sip a cool drink, mindfulness etc.

**Red Zone:** (when feeling angry) talking/drawing/writing about how you feel can help, exercise can help release frustration, deep breathing can help reset a fast beating heart, punching/or screaming into a pillow is a safe release.

***Further information is available in the Mental Health and Wellbeing area of the websites.***

### **Parent Workshops**

Last year we ran two parent workshops for parents to offer support/information around supporting their own and their child's mental health. Unfortunately, few parents were able to attend. We are always looking for new ways to support parents and would very much value any feedback/requests for training that we could offer in school alongside our outside agency partners.

### **In school support**

Support in school for SEMH is delivered through a graduated approach (see support map for more info). This incorporates tiers of support, beginning with strategies to support all pupils (such as wellbeing time/PSHE curriculum/Forest School/relational approach) and culminating in 1:1 support from top tier NHS services. In between we have a wide range of small group and 1:1 support in place delivered by both school staff and outside agencies.

### **Outside Agency Joint Working**

We continue to work at an unprecedented level this year to support our learners through our graduated approach and through outside agency support with record numbers of referrals again being made.

| <b>NHS services</b>          | <b>Northumberland SEND Services</b>     | <b>Other services</b>                                  |
|------------------------------|-----------------------------------------|--------------------------------------------------------|
| School Health (nursing team) | EWB (Emotional Wellbeing and Behaviour) | Northumberland Early Help Team                         |
| CYPS                         | ASD                                     | Adopt North East Therapies – psychotherapy, psychology |
| Primary Mental Health        |                                         | SAS counselling                                        |
| Be You                       |                                         | Tynedale Hospice                                       |

Support from outside professionals includes - 1:1 direct input from professionals with learner, learner in context visits – including liaison with parents and recommendations given, clinical assessment tasks and reports, joint outcome planning and personalised support for parents.

**The support map below details our menu of wellbeing support in school.**

### **CFS and BFS Social, Emotional and Mental Health Support Map**

|                                                                                                                                     |                              |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| P<br>a<br>r<br>e<br>n<br>t<br>a<br>l<br>,<br>e<br>n<br>g<br>a<br>g<br>e<br>m<br>e<br>n<br>t<br>/<br>s<br>u<br>p<br>p<br>o<br>r<br>t | Level of Support             |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        |  |  |
|                                                                                                                                     | Core provision for all       | Excellent staff/pupil relationships<br>Soft landing plan<br>Whole class sensory provision<br>Monitor roles<br>Peer support<br>Circle time<br>Forest schools<br>Commando Joes<br>Peer Massage<br>School allotment<br>Positive school climate<br>Emotion coaching<br>Zones of Regulation | PSCHE curriculum<br>Parental engagement<br>Staff as role models – discussing emotions<br>Behaviour policy<br>Special person<br>Relational approach and policy<br>Positive environment for learning<br>Young Leaders award<br>Christian Values<br>Opportunities for student voice<br>Sensory diet activities | Calming music<br>Class reward/ motivation systems<br>In the News<br>Regulating activities – e.g. handwriting with music<br>Yoga/Mindfulness activities |  |  |
|                                                                                                                                     | In class intervention        | Circle of Friends<br>1:1 mentoring<br>Emotional Literacy<br>1:1 sensory diets<br>Talk About<br>Sensory diet activities                                                                                                                                                                 | Parental engagement<br>Peer mentoring<br>Peer tutoring<br>Peer tutor role<br>Lego therapy                                                                                                                                                                                                                   | Friends Resilience<br>Parent meetings<br>Home / school communication books<br>Pre-teaching<br>Academic interventions                                   |  |  |
|                                                                                                                                     | Across school intervention   | Talk About<br>Buddy system<br>Buddy in training role<br>School council                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                             | Heavy work activities<br>Caretaker jobs                                                                                                                |  |  |
|                                                                                                                                     | Specialist in school support | 1:1 personalised intervention from Primary Mental Health trained practitioner/ intervention devised by practitioner<br>EHA – Teams around the family (TAF)<br>Academic mentor tuition                                                                                                  |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        |  |  |
|                                                                                                                                     | External support Tier 1      | E<br>H<br>A<br>T<br>A<br>F<br>m<br>e                                                                                                                                                                                                                                                   | School Health<br>G.P<br>Tynedale Hospice<br>Private therapeutic services<br>Parenting initiatives e.g Incredible Years/C.Y.G.N.E.T<br>Early Help Team<br>NCC EWB (emotional Wellbeing and Behaviour) and ASD teams<br>BE YOU mental health team                                                             |                                                                                                                                                        |  |  |
|                                                                                                                                     | External support Tier 2      | e<br>t<br>i                                                                                                                                                                                                                                                                            | Primary mental health<br>CBT (cognitive behaviour therapy)for parents                                                                                                                                                                                                                                       |                                                                                                                                                        |  |  |
| External support Tier 3                                                                                                             | n<br>g<br>s                  | CYPs<br>E.O.T.A.S/Alternative provisions e.g Stomping Grounds/Toucan                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        |  |  |

# 20 Positive Affirmations for Kids

I love myself  
I am proud of myself  
I am a good friend  
I am enough  
I am special  
I am capable  
I can do hard things  
I believe in myself  
I am patient  
I am loved  
I am creative  
I am strong  
I am smart



